

Early Years Pupil premium strategy statement: Biddick Hall Infant and Nursery School 2018-2019

1. Summary information					
School	Biddick Hall Infant and Nursery School				
Academic Year	2017/2018	Total EYPP budget	7800	Date of most recent PP Review	Nov 2018
Total number of pupils	N -60	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Nov 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	61.9 %	74% GLD all pupils

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	On entry many pupils require further assessment and/or SEND support in the area of communication and language
B.	On entry many pupils require further assessment and/or SEND support in the area of personal, social and emotional development
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for Nursery pupils eligible for EYPP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.
E.	Limited opportunity for first hand experiences beyond school may limit pupils chances to extend vocabulary.
F.	A shared commitment of expectation and aspiration between home and school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for EYPP in Nursery class.	Pupils eligible for EYPP in Nursery class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations moving into Reception class.
B.	Higher rates of progress across EYFS for pupils with complex SEND eligible for EYPP.	Pupils eligible for EYPP identified as complex SEND make improved progress in the prime areas of learning. Measured by observational evidence and teacher assessment against EYFS profile.
C.	Improve self- confidence, independence and resilience for pupils eligible for EYPP in Nursery	Attainment in PSED is in line with age related expectations on exit from Nursery for pupils eligible for EYPP.

D.	Increased attendance rates for pupils eligible for EYPP.	Overall EYPP attendance improves closer to 96% in line with 'other' pupils.
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5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills in Nursery.	ECAT screening Speech and language activities delivered in small group times across the week.	There is good evidence that providing intensive 1:1 remedial tuition, for short, regular sessions over a set period of time can enable children to catch up with their peers.	Planning meetings between HT, SENCO and SALT therapist to plan the programme of work. Planned support sessions between therapist and staff Clear plan of children receiving 1-1 and remedial therapy with entry and exit data Accurate and timely referrals to SALT Accurate baseline assessment data Supports selection for intervention.	Head Teacher SENCO AHT	Nov 19 Termly
Improved oral language skills in Nursery. Improved independence skills.	Reducing the cost of educational visits.	All pupils have first -hand experiences linked to the curriculum to improve vocabulary and provide opportunities for talk. All children will be able to access themed learning as they will have engaged in a first-hand experience.	Half termly visits linked to the curriculum. Evidence of impact will be seen through learning journals and pupil progress data.	AHT	June 19
All children are prepared for learning.	Early start toast for AM Nursery	All children have a balanced, positive start to their day.	Monitor uptake of toast offer.	AHT	June 19
Total budgeted cost					3500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improve children's receptive vocabulary skills and increase home learning behaviours of parents.	Early Words Programme	Evidenced based parental engagement and language programme for families of children aged 3-5. An independent evaluation using standard testing showed it to have a statistically and educationally significant impact on children's receptive vocabulary skills and increased home learning environment behaviours of the parents.	Entry/exit data Early words programme partners and local authority to observe sessions in school Parental Questionnaires	AHT	Feb 2018
Improved outcomes in CL and PSED for EYPP children.	BLAST Intervention	An evidence based intervention to support Language, Communication and Literacy of disadvantaged pupils.	Observations of intervention in action. Entry/exit data shows progress in PSED and CL	AHT	Termly
To narrow the gap in language skills of EYPP children and their peers.	Talk Boost Intervention	<i>Early Talk Boost</i> is I CAN's language and communication intervention programme for 3-4 year olds. The <i>Early Talk Boost</i> intervention has been based on the excellent <i>Talk Boost</i> model which has been running successfully for 3 years. Initial findings show that after the nine week <i>Early Talk Boost</i> intervention, children have made statistically significant progress in their early language. The children made on average six months progress; helping them to catch up with other children their age- this is twice the amount of progress of children not taking part in the intervention.	Observations of intervention in action. Entry/exit data shows progress in PSED and CL	AHT	April 18 (following spring term intervention)
Total budgeted cost					4200
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	Relationships and Attendance manager employed to monitor pupils and follow up quickly on absences. First day response provision. Letters sent to children's parents with low	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Strengthen the dialogue between Attendance Manager, HT about existing absence issues. Systems will now ensure a coordinated and consistent response to absence.	AHT	Feb 2018

	attendance.				
Parents have increased aspirations for their children and know what they can do to make a difference to their child.	Parents groups including mental health, behaviour SEND, Speech and Language.		All training delivered by specialists.	AHT	Feb2018
Total budgeted cost					400

